

**Illinois Early Learning Council  
Parent Engagement Subcommittee  
Illinois Action for Children – Damen Location  
1340 S. Damen Avenue  
Chicago, IL 60608**

**Call-in Number: 888-494-4032  
Participant Code: 588 061 1393**

**Agenda**

**Thursday, January 24, 2013**

Participants: Maria Whelan, Choua Vue, Gloria Harris, Tracy Ocomy Crowder, Theresa Hawley, Joan Vitale, Adrienne Stewart, Donna Emmons, Treyonda Towns, Granada Williams, Joy Bah, Michelle Carmichael, George Davis, Natalie Tucker

**Goals of the Subcommittee**

In general, the subcommittee is tasked with identifying ways to engage parents in the Council or advise on how programs can best engage parents. Council has requested that they help develop the level 5 quality of excellence statement for the QRIS.

For the work plan, the first steps were to bring together the committee and identify co-chairs (both of which are complete).

QRIS. The new QRIS has five levels:

- Level 1—all licensed providers
- Level 2—providers participate in professional development and plan for improvement
- Level 3—providers implement plan and participate in self-assessment
- Level 4—good—providers implement more rigorous steps and validation tools
- Level 5—excellent—Qualify in individual areas (Infant/Toddler, Preschool Instruction, Special Needs, Family and Community Engagement, Cultural/Linguistic Diversity)

These Awards of Excellence will be unique to Illinois and centers can providers for these awards for one area (or many). A committee has developed the Infant/Toddler Award of Excellence and this is a good model for developing our description. As a subcommittee we need to identify what is the best practice(s) in the field, where we want family engagement to go, and identify the best way to measure this. In addition, we need to make sure that providers are getting the hardest to reach children and that these children are enrolling in these programs.

For this work, we discussed some of the following topics:

- Family engagement would reflect parent voice rather than supports that may be demanded of program. Relationship building is key as parents may be intimidated by the program.
- We need to align this definition across community systems and be able to document “real” engagement (i.e., engagement is not providing workshops, flyers, or other

compliance pieces., but rather developing supportive relations between a parent and provider—parents are the first educator).

**Next meeting**

February 15<sup>th</sup>, 10-1

We will all have some background reading to do. On the 15<sup>th</sup> we will map out some of these readings.